

# *Wisconsin's Vision for Entrepreneurship Education*

Framework • Action Plan • Self Assessment





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Framework • Action Plan • Self Assessment



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*"Entrepreneurship  
Education . . . is about  
creating and nurturing  
a learning environment  
that promotes  
entrepreneurial traits  
and behaviors."*

— Tony Evers

*Tony Evers, PhD*

*State Superintendent of Public Instruction*

Preparing students for their future has always been an important role for Wisconsin schools. Teaching students entrepreneurial skills has been a necessary part of that preparation. Today, however, the importance of entrepreneurship education is even more critical as our local, regional, and global marketplaces face economic challenges and transitions.

Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviors, such as becoming creative and independent thinkers, assuming responsibility, and valuing diversity. Entrepreneurship is taught and reinforced from the pre-kindergarten classroom through high school in all subject areas within the school curriculum.

The vision for entrepreneurship education was developed by the Entrepreneurship Education Task Force. I am thankful for their thoughtful work in framing the essential components and concepts. The three components of the document, the framework, the action plan, and the self assessment, are timely and useful resources and align with and support other school improvement initiatives.

We envision this document as a resource for district and school leaders to:

- create an openness between school and community that fosters an entrepreneurial spirit;
- build and support an infrastructure to address key knowledge, skills, and dispositions; and
- implement activities, programs, and courses that allow all students to develop entrepreneurial traits and behaviors while providing opportunities for students to experience entrepreneurial process skills and business functions.

I am confident that this resource will aid in beginning the conversation about the important contributions PK-12 education in Wisconsin can make to develop a creative and entrepreneurial spirit that will allow students to reach their full potential and provide economic prosperity.

# Lorrie Keating Heinemann

*Secretary of the Department of Financial Institutions*

Instead of looking to “take a job,” entrepreneurs seek to “make a job.”

It’s a well-known fact that entrepreneurs create more than 80% of new jobs in the United States. Many of our well-known companies were created by entrepreneurial, risk-taking Wisconsin residents. These individuals put their money at risk, poured in hours of sweat equity, and took big chances to make sure their business ideas worked. Today, we all benefit from the innovative products created in Wisconsin by Kimberly Clark, Oshkosh B’Gosh, TREK Bicycles, and Kohler Company, to name a few. The entrepreneurs who created these companies put together a team, overcame obstacles, pushed aside failure, and forged forward. Persistence, passion, and learning from mistakes are key character traits that create successful entrepreneurs.

In Wisconsin, Governor Jim Doyle has made education a top priority. From the creation of the Office of the Wisconsin Covenant to the Governor’s Council on Financial Literacy, there has been no better champion than the Governor to help our kids succeed in school. Our Superintendent of Schools, Tony Evers, has brought the expertise and passion to his position at DPI, and we thank him, Deborah Mahaffey, Assistant State Superintendent, and former Superintendent, Elizabeth Burmaster, for their leadership and support.

It’s time to share the excitement of starting a new venture with our next generation of entrepreneurs in the K-12 system. While it may be impossible to teach a “passion” for entrepreneurship, we have found that teachers are well versed in providing students with clear guidelines, a welcoming “can do” atmosphere, and a network of entrepreneurs willing to be mentors to students.


This new publication, Wisconsin’s Vision for Entrepreneurship Education, will help build on the Model Academic Standards in Personal Financial Literacy published in 2005, and will provide teachers a blueprint to incorporate training and resources to implement new business ideas.

As the state regulator of banks and credit unions, we see many people struggle to finance their daily lives, let alone finance business ventures. With the Department of Public Instruction’s blueprint now available, it is time for a new educational breakthrough—presenting entrepreneurship guidelines for youth seeking to make a job for themselves.

*Instead of looking to  
“take a job,”  
entrepreneurs  
seek to  
“make a job.”*

— Lorrie Keating Heinemann





# Executive Summary

The Department of Public Instruction, with support from the Department of Financial Institutions, convened the Entrepreneurship Education Task Force (the task force) to develop a vision for schools and districts interested in evaluating and developing or improving a program for entrepreneurship education. The task force recognizes that Wisconsin's competitive edge in the global economy depends on the talent it develops for innovation and entrepreneurship. The development of such talent is fostered in an environment that encourages entrepreneurial traits and behaviors in and through all areas of the curriculum.

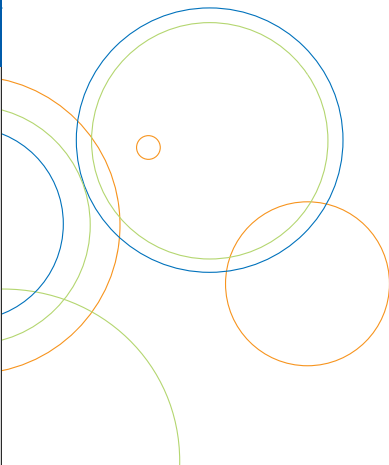
*The task force findings emphasize that:*

- The principles of good entrepreneurship education highlight good teaching and learning practices across the curriculum and age groups. Traits and behaviors such as inquisitiveness, creativity, leadership, and teamwork are necessary elements of entrepreneurial habits, but they are also characteristics of successful learners.
- School communities are encouraged to create an environment for teaching and learning that nurtures entrepreneurial traits and behaviors and fosters the teaching of the foundations of entrepreneurial knowledge in multiple subject areas spanning all grade levels.
- The elements of entrepreneurship education are reinforced by other school improvement efforts or initiatives, such as the Partnership for 21st Century Skills, Career Clusters and Pathways Initiative, the findings of The Arts and Creativity in Education Task Force, and the High School Task Force Report.

*To address the findings, three resources were created:*

- The **Wisconsin Framework for Entrepreneurship Education (the Framework)** (pp. 12–16) identifies essential knowledge and skills necessary to prepare students to be entrepreneurs or entrepreneurial thinkers. This Framework builds on the National Content Standards for Entrepreneurship Education and adapts them to Wisconsin's educational culture.
- The **Action Plan for Entrepreneurship Education** (the Plan) (pp. 18–21) presents a set of considerations that are aligned to the Framework and will assist in locating, establishing, and nurturing entrepreneurship education across all schools and districts by providing a roadmap. This plan is intended for use at the classroom, school, or district level in conjunction with the Framework.
- The **Self Assessment** (Appendix C) (pp. 30–41) identifies essential skills, knowledge, and dispositions that prepare all students to be entrepreneurial. The purpose of this tool is to assist teachers, schools, or districts to reflect on their current practice and readiness as well as to envision strategies for continuous improvement.

This document outlines a school or district system that fosters entrepreneurial culture and sets forth an action plan to assist in establishing or reinforcing entrepreneurship education through internal professional development for teachers and, in turn, their students. Combined, these resources will assess what is already happening within a school, district, or classroom and provide the impetus for future planning.




*"Education drew me to my position in the legislature. Through my role, I have seen many of the unique and diverse avenues which have contributed to building Wisconsin's economy. This translates to a need to celebrate Wisconsin's entrepreneurial spirit in business, in individual workers and as responsible citizens. This framework serves as a valuable resource and will continue to foster partnerships between business and education to maintain Wisconsin's competitive edge."*

—Representative Sody Pope Roberts,  
task force co-chair







# Entrepreneurship Education in Wisconsin

## The Wisconsin Entrepreneurship Education Task Force

In January 2009, then State Superintendent Elizabeth Burmaster, with support from Lorrie Keating Heinemann, Secretary of the Department of Financial Institutions, convened the Wisconsin Entrepreneurship Education Task Force. Both state leaders were interested in highlighting the need for entrepreneurial thinking and action at a time of economic challenge and transition for the state.

This task force was charged with creating a framework for entrepreneurship education to inspire and support programs, instruction, and learning in all Wisconsin schools and communities.

The task force focused their work around the following questions:

- How can Wisconsin's schools ensure that all students experience an education that nurtures and fosters independent and creative thinkers?
- How can Wisconsin's schools lay the groundwork for new approaches to entrepreneurship in a rapidly changing, competitive global environment?

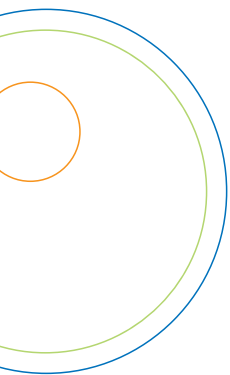
The task force consisted of two co-chairs, Jim Morgan and Representative Sondy Pope Roberts, along with 39 members representing PK-16 educators and administrators, business and community representatives, legislators, and entrepreneurs from across the state (See Appendix A for a complete list of members). During three, full-day meetings in January, March, and May 2009, the task force reviewed and affirmed the value of the National Content Standards for Entrepreneurship Education (The Consortium for Entrepreneurship Education, 2004) as part of an education program designed for aspiring business owners, and they developed recommendations for entrepreneurship education. They outlined specific activities, skills, and dispositions that are entrepreneurial, and lastly, they answered the question, "What does an entrepreneurship curriculum look like across the district?"

## Purpose of the Document

This document is intended to assist school and district leaders in defining entrepreneurship education and in locating opportunities to align curriculum and processes to entrepreneurship education across all content areas and at all levels of instruction. This document is not a

*Entrepreneurship Magazine . . .  
ranked Madison as the eighth best  
"startup-friendly city" in America.  
You'll know when you step into  
an entrepreneurial city—there's  
openness and energy that perme-  
ates the whole culture, an infectious  
enthusiasm . . . that any problem  
can be overcome through dedication  
and smart decisions.*

**Wisconsin State Journal Opinion,  
August 1, 2009**



*In his remarks on March 15, 2009, President Barack Obama spoke about teaching today's students 21st century skills such as innovation, creativity, and entrepreneurship: "I'm calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem solving and critical thinking and entrepreneurship and creativity."*

—Education Update (ascd.org),  
June 2009

curriculum or implementation guide. It is intended to spur conversations about how schools and communities promote and develop a culture in which today's students can become more entrepreneurial in their thoughts and actions. The ultimate goal is to engage and empower students to be creative, flexible, problem-solving, risk-taking, and technically skilled citizens.

## What is an entrepreneur?

We find entrepreneurs in manufacturing, business, agriculture, health care, tourism, education, government, and the arts. Essentially, we find them among employees and employers in all sectors of life. Being an entrepreneur means more than being a business owner. It means possessing entrepreneurial qualities and characteristics essential to being a productive citizen and excelling in one's career.

Being entrepreneurial means creating something new or developing ideas or projects; it means not following prescribed paths and thinking outside the box. The entrepreneurial spirit is the heart of a society that moves forward and adapts to changing economic, technological, and social challenges.

"This generation of children is growing up very differently than previous generations. It is very important that we offer children experiences during which they develop an awareness of their strengths, weaknesses and interests. They need to get a sense of how they can contribute to the world. They need to trust that their ideas are valid and worthy of pursuit. Entrepreneurship education accomplishes these important goals" (Association for Supervision and Curriculum Development—TREP\$ Newsletter, 2009).

## Why is entrepreneurship education important?

The United States has long been a world leader in business, job creation, the number of patents awarded, overall competitiveness, and quality of life. Especially in times of economic transition, national and regional economies depend on the entrepreneurial spirit of individual citizens for renewal. Likewise, individual prosperity, happiness, and freedom are directly linked to regional and national economic success.

The National Content Standards for Entrepreneurship Education ([www.entre-ed.org](http://www.entre-ed.org)) are based on two core assumptions:

- Entrepreneurship is a key driver of our economy.
- Entrepreneurship education is a life-long learning process.

Wisconsin's schools can support these goals by emphasizing central elements of entrepreneurship in their educational program across all content areas and by fostering entrepreneurship as a central element of the culture of teaching and learning.

# How do we educate entrepreneurial students?

The characteristics of the entrepreneurial spirit include traits and behaviors that are taught and reinforced across the entire school curriculum and at all levels. This entrepreneurial spirit, combined with a solid academic foundation, is essential for continued individual success and prosperity in a competitive and democratic society.

The Framework advocates that specific traits and behaviors, including inquisitiveness, creativity, leadership, and curiosity, must be developed throughout a school career so that each student is prepared for the world outside the classroom. Connecting content area knowledge with entrepreneurship will strengthen this development by creating an authentic learning context. For example, patents are often developed by professionals with expert knowledge in specific areas: new ideas in graphic design are developed by artists, and new practices in farming or sustainable living come from those with a deep love and knowledge of ecology. Specific curricular connections to the entrepreneurial process skills and business functions may be more obvious in certain career and technical education courses. However, the intent of this document is to illustrate how all educators may enhance existing content to support knowledge and skill development in entrepreneurship.

The development of such expert knowledge, combined with specific entrepreneurial traits and behaviors, provides students the appropriate tools to develop entrepreneurial habits.

## Entrepreneurship education and related initiatives

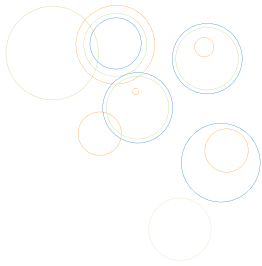
Entrepreneurship education connects in multiple ways to various other initiatives currently underway in Wisconsin, including the *Partnership for 21st Century Skills*, *The Arts and Creativity in Education Task Force Report (2009)*, *Career Clusters and Pathways Initiative*, and the *High School Task Force Report (2007)*. Each of these initiatives and culminating reports identify the need to foster important life skills, such as creativity, problem solving, critical thinking, and innovation, and to do so in a way that allows students the opportunity to work collaboratively and in real-world settings.

*The Partnership for 21st Century Skills* and its *Framework for Learning* link subject areas with life and career skills, information and media technology literacy, and learning and innovation skills. The 21st century skills include creativity, collaboration, communication, leadership and responsibility, self-direction and initiative, productivity, cross-cultural skills, problem solving, and critical thinking. These skills, matching the Framework's Traits and Behaviors and Foundational Skills, are not "owned" by a single discipline, but rather are the responsibility of all teachers.

*"When most people think of the words 'entrepreneur' and 'entrepreneurship,' they think of business owners and the act of starting new ventures. But that's only part of it. That terminology also applies to people who think in an entrepreneurial manner, meaning they're focused on new ideas, new ventures, and different, better ways of doing things."*

**Business West Online, Editorial  
June 9, 2008**

*Entrepreneurship education cannot be seen as an isolated and separate subject area in the school curriculum.*




The *Career Clusters and Pathway Initiative* in Wisconsin engages and empowers students to plan for their future. The essential knowledge and skills of this initiative align with the Framework's *Traits and Behaviors* and *Foundational Skills* and acknowledge the importance of skills such as communication, problem solving and critical thinking, leadership and teamwork, ethics and legal responsibilities, and technical skill proficiency in the area of study. Individualized learning plans guide students to be aware of, explore, and plan a future in an area of study where their knowledge and skills can be applied to various careers and pathways. The cornerstone of this work relies on building relationships with educational, business, and community organizations to support student achievement.

The *Arts and Creativity in Education Task Force* put forth recommendations that further support the connections between entrepreneurship and creativity developed in multiple subject areas, but specifically the arts. "Creativity drives innovations in science, business, technology, and even service industries; entrepreneurs are problem-solvers, innovators by definition and visionaries when at their best. Developing arts and creativity in education programs is a deliberate workforce development strategy and will stimulate creativity and innovation and enable entrepreneurship" (Arts and Creativity in Education Task Force Report, p. 2). Natural connections exist between the findings of the Arts and Creativity Task Force and the Framework, and identifying these connections will help define the role of the arts in fostering a culture of entrepreneurship.

The findings of the *High School Task Force Report* also connect to the Framework, specifically the recommendation to "Give students the opportunity to engage in rigorous, authentic learning experiences that are relevant to their learning needs and future ambitions" (p. 20). The report concludes that while a rigorous course of study is necessary to prepare students for higher education, the workplace, and citizenship, students learn in multiple and diverse ways and, therefore, deserve multiple learning options that foster connections with the real-world and align with individual learning styles, needs, and interests.

Entrepreneurship education aids in the development of students experiencing a rigorous academic curriculum by fostering and nurturing the habits, skills, and dispositions that will ensure their success in the world outside the classroom. It also connects to many of Wisconsin's initiatives that also encourage process-based, student-centered, authentic, and creative education experiences for our students.



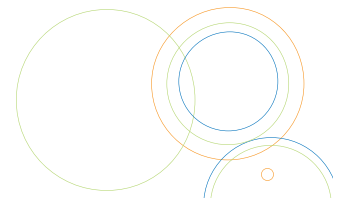
# Wisconsin Entrepreneurship Education Task Force Vision

The task force identified over arching components of entrepreneurship education that are central to the Framework, the Plan, and the self-assessment. They include:

- The foundation for entrepreneurial thinking, traits, and behaviors can be laid across the curriculum and at all grade levels. (Additionally, entrepreneurship education reinforces education practices highlighted in other initiatives and resources supported by DPI.)
- Though explicit entrepreneurial process skills and business functions are commonly taught in career and technical education, they may also be integrated in other subject areas. Additionally, elective classes provide opportunities for more in-depth studies and specific knowledge in business-related content areas.

The task force illustrates their vision in three important ways:

- **The Framework** (pp. 12-16) identifies essential knowledge and skills necessary to prepare students to be entrepreneurs or entrepreneurial thinkers. This Framework builds on the National Content Standards for Entrepreneurship Education and adapts them to Wisconsin's educational culture.
- **The Action Plan** (pp. 18-21) and a set of further considerations that are aligned to the Framework will assist in locating, establishing and nurturing entrepreneurship across all schools and districts by providing a roadmap. This plan is intended for use at the classroom, school or district level in conjunction with the Framework.
- **The Self Assessment** (Appendix C) is a tool to assist teachers, schools or districts to reflect on their current practice and readiness as well as envision what they could implement to develop students' entrepreneurial skills, knowledge and dispositions.



*The challenge before us is how to simultaneously prepare the masses for the common good, while lighting the entrepreneurial fire of the individual. Entrepreneurs are everywhere. Their fundamental traits and behaviors are the foundational skills necessary for all students. This framework will allow teachers to see themselves more clearly contributing to entrepreneurship education in the PK-12 system no matter what subject they teach."*

—Jim Morgan,  
task force co-chair





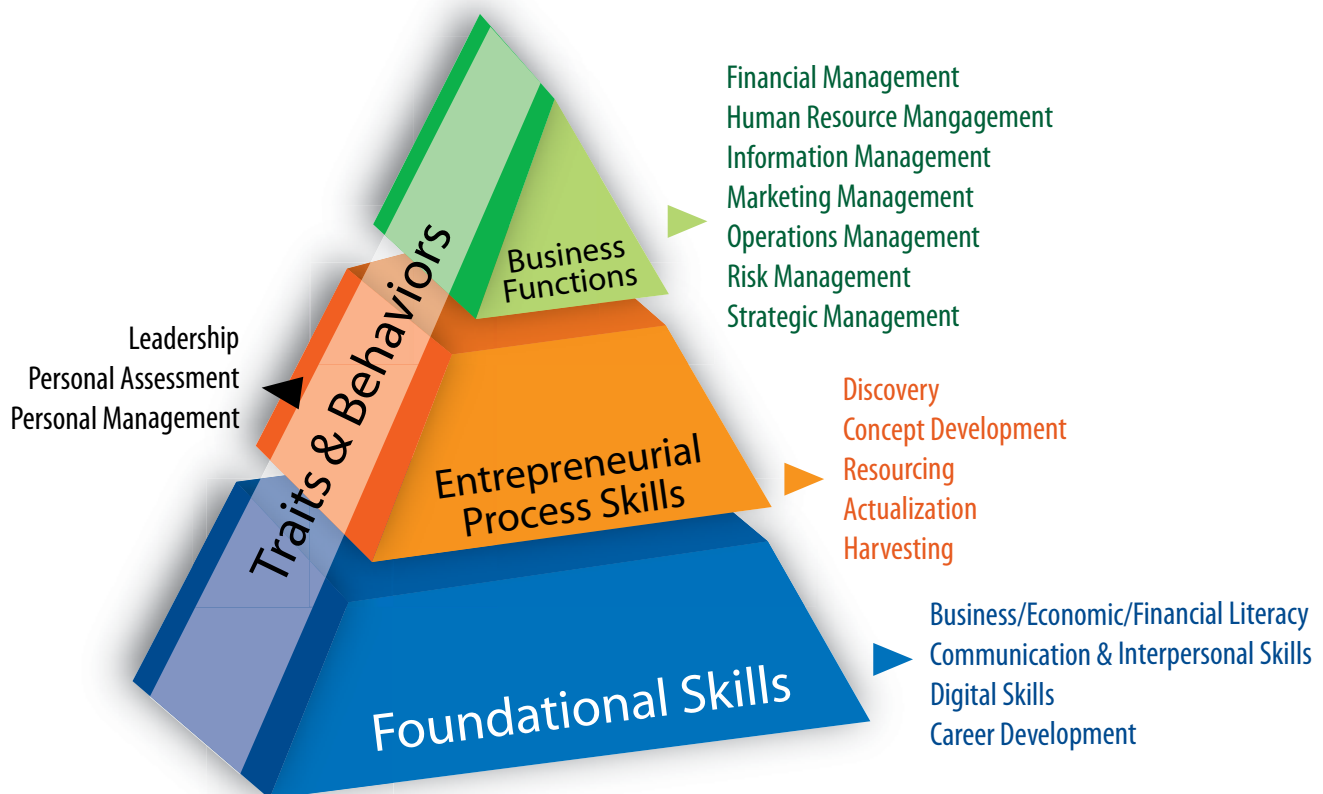
# The Framework for Entrepreneurship Education

Innovations in education practices, as encouraged by multiple initiatives including the Partnership for 21st Century Skills, the High School Task Force Report (2007), The Career Clusters and Pathway Initiative and the Arts and Creativity in Education Task Force Report (2009), emphasize the importance of student-centered learning, inquiry, and creativity as important markers of quality education programs. The task force vision for entrepreneurship education amplifies those markers of innovation by asking schools to reinforce the elements listed under Traits and Behaviors and Foundational Skills in all subject areas.

Demonstrated in the following diagram, **Foundational Skills** lay the groundwork for students' futures. All students need to develop digital skills, career development, communication and interpersonal skills, and business, economic, and financial literacy. A strong foundation will encourage and sustain students in their entrepreneurial endeavors.

The elements listed under **Entrepreneurial Process Skills**, such as discovery, resourcing, and concept development, and **Business Functions**, including financial management, marketing management, and risk management, are more specifically geared toward providing students specific knowledge in a business-related context. School districts provide such elective classes as opportunities for more in-depth studies.

Entrepreneurial **Traits and Behaviors**, including leadership, personal assessment, and personal management, are key to all elements of the entrepreneurial process and, therefore, run the continuum in the following diagram. Students need to cultivate the appropriate traits and behaviors in order to succeed and excel as entrepreneurs or entrepreneurial thinkers.





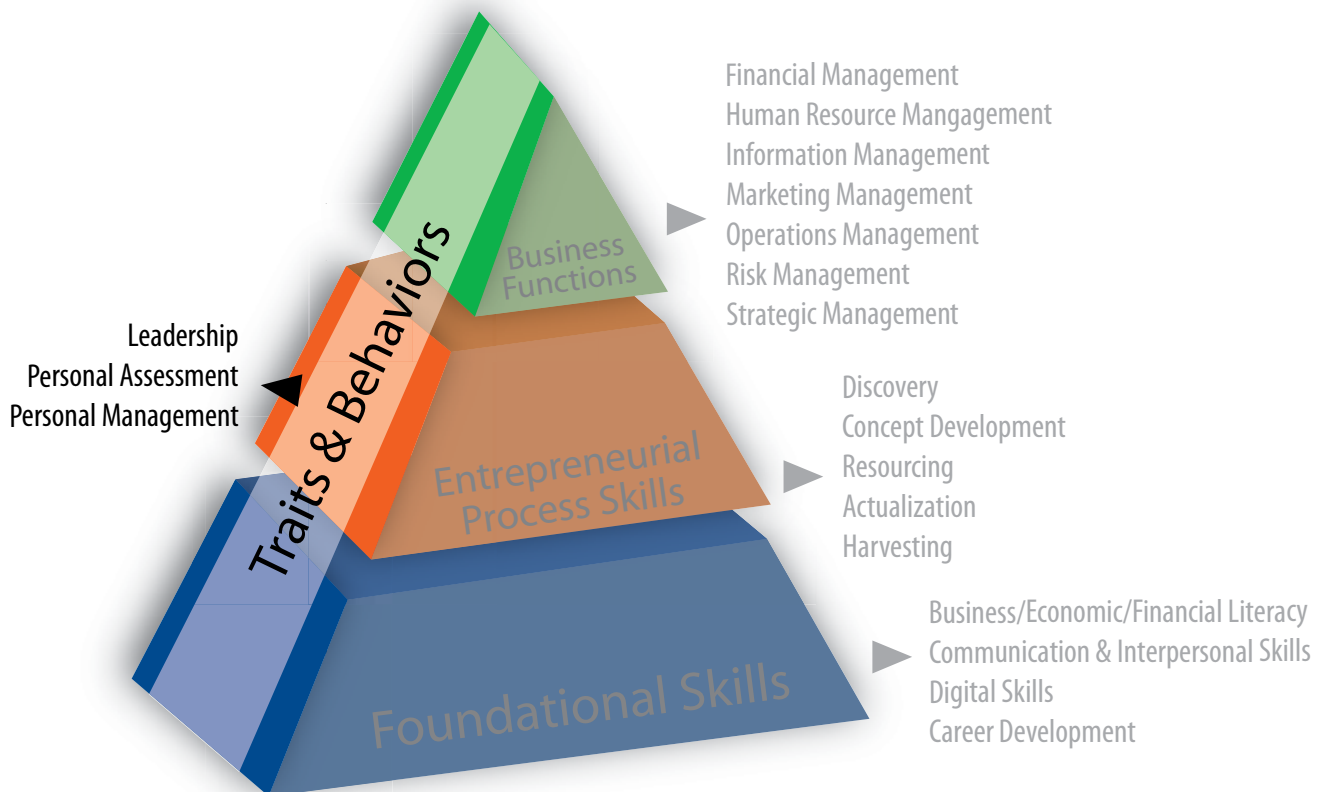
## Traits and Behaviors

### *Theory*

A desirable classroom culture fosters and rewards a spirit of innovation and creativity where students are able to take educational risks, fail, and learn from their mistakes in pursuit of achieving a goal. These classrooms lay the foundation for entrepreneurship education and exist across all content areas. While specific curricular connections to entrepreneurship education are more evident in some content areas, it is important that teachers in all subject areas are aware of their potential contributions in teaching the specific traits and behaviors of successful entrepreneurs.

### *Practice*

Meaningful entrepreneurship education is supported by an overall school climate encouraging the underlying traits and behaviors of entrepreneurial thinking and action. School boards, district and school leaders may develop a unified and coherent vision of teaching and learning that fosters entrepreneurial traits and behaviors. Teaching practices that put students at the center of the learning process and ask them to make decisions, solve problems, take risks, deal with ambiguity, and be creative, honest, and responsible; encourage and promote such traits and behaviors.





### *Traits and Behaviors:*

*Important to the success of the entrepreneurial endeavor; include performance indicators such as responsibility, initiative, tolerance for ambiguity, and orientation to change*

Traits & Behaviors		
Leadership	Personal Assessment	Personal Management
Concepts*	Concepts*	Concepts*
Honesty & integrity	Entrepreneurial personality	Decision making
Responsibility & Initiative	Personal Biases and stereotypes	Problem Solving
Ethical work habits	Interests and personal capabilities	Risk assessment
Goal setting	Entrepreneurial potential self-assessment	Personal responsibility
Teamwork		Time management
Diversity		Tolerance for ambiguity
		Creativity
		Personal goal setting

*\*Derived from the National Content Standards for Entrepreneurship Education*

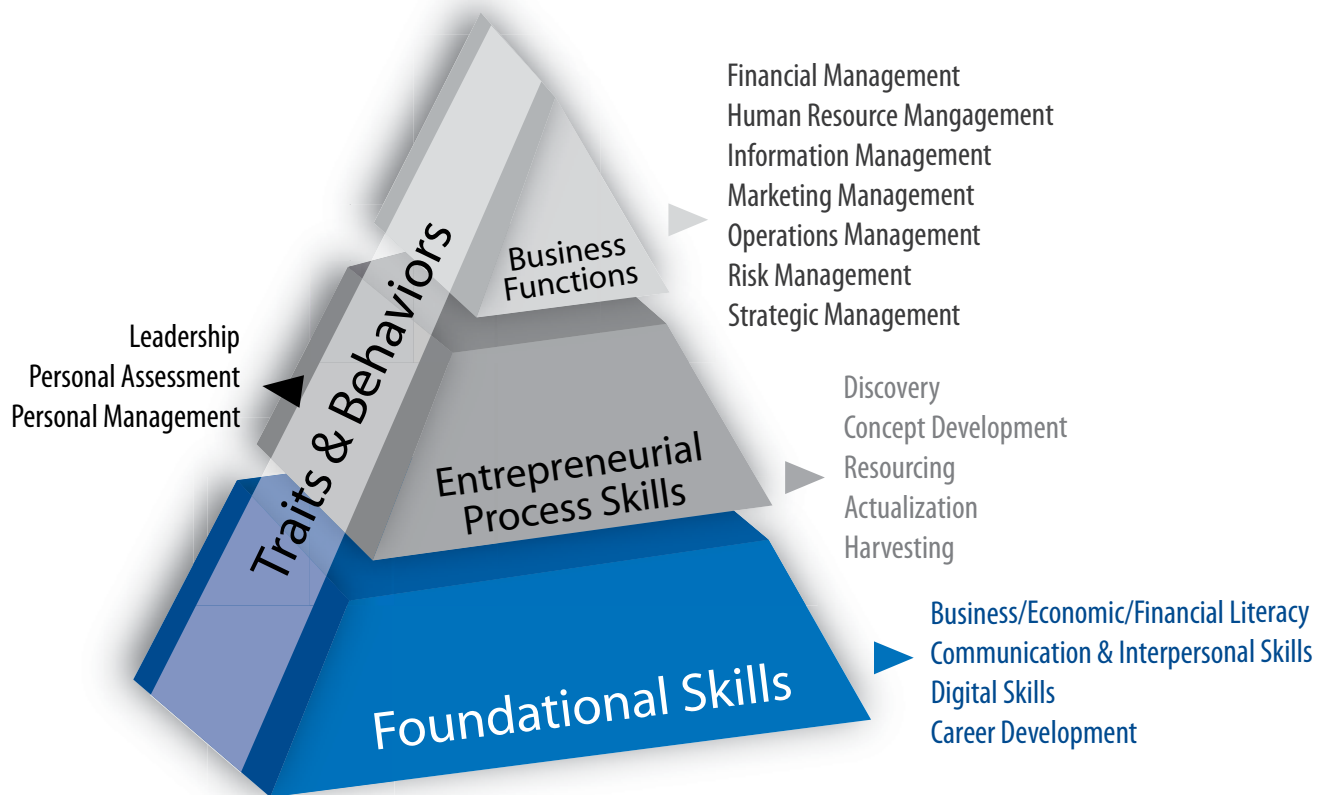
## Foundational Skills

### *Theory*

Many subject areas contribute to the foundational skills of entrepreneurship education in different ways. Foundational Skills are knowledge and skills that are requisites for the study of entrepreneurship and can include financial literacy, basic concepts of economic systems, and communication skills.

### *Practice*

Through strong leadership, teachers may learn and share work experiences that contribute to entrepreneurial teaching and learning. Connecting entrepreneurship education to community and business partners builds the entrepreneurial foundation within the district, school, and classroom. Because the foundational skills are central to a student's success regardless of their career path, all students need opportunities to develop these skills throughout their educational experience. Furthermore, all teachers should reinforce these skills as appropriate within all subject areas.





### Foundational Skills:

Knowledge and skills for the study or practice of entrepreneurship

Foundational Skills			
Business/Economics/ Financial Literacy	Communication & Interpersonal Skills	Digital Skills	Career Development
Concepts*	Concepts*	Concepts*	Concepts*
Business concepts	Fundamentals of communication	Computer Basics	Career planning
Business activities	Coworker communication	Computer applications	Job-seeking skills
Cost–profit relationships	Ethics in communication		
Economic indicators/ trends	Group-working relationships		
Economic systems	Dealing with conflict		
International concepts			
Money basics			
Financial services			
Personal money management			

\*Derived from the National Content Standards for Entrepreneurship Education

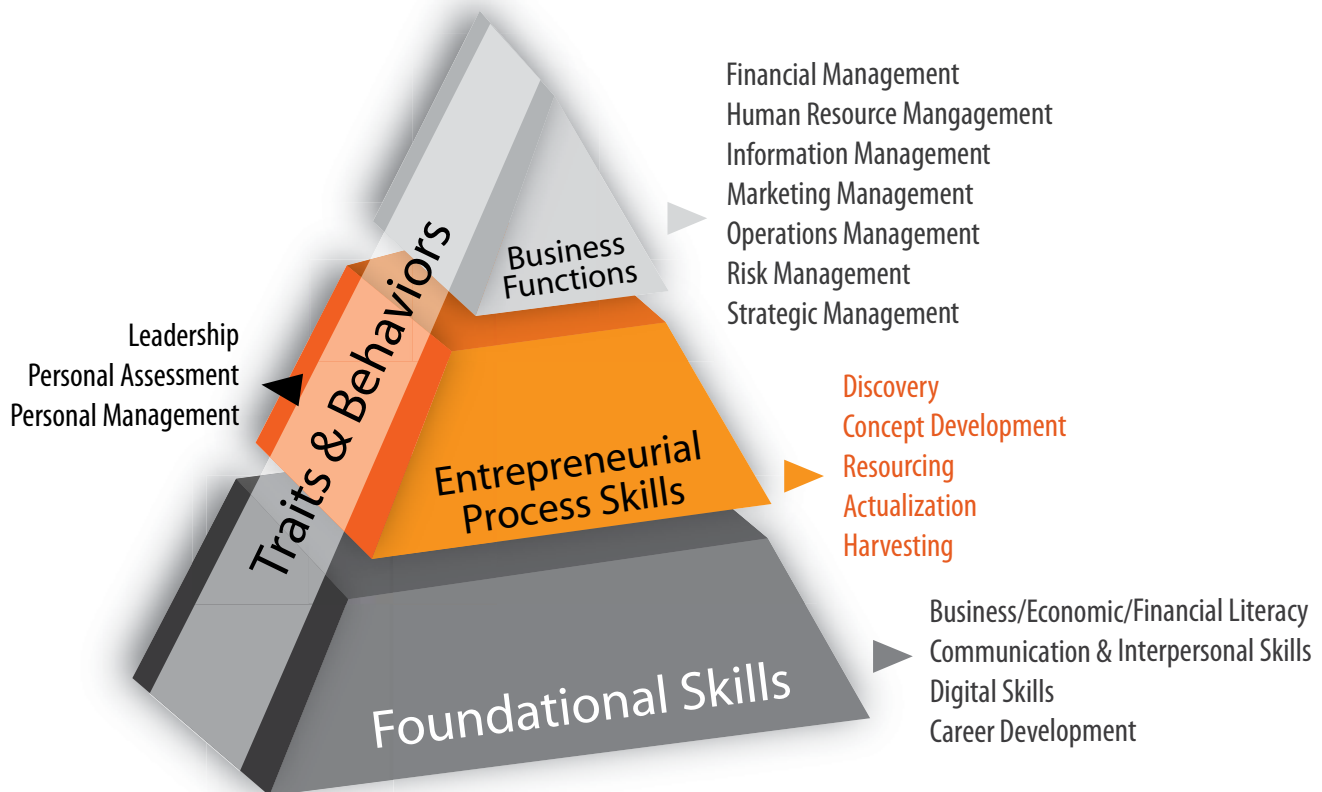
## Entrepreneurial Process Skills

### *Theory*

Specific to grade levels and courses throughout the PK-12 system, the middle layer of the Framework consists of concepts that may often be taught to students through a career-focused lens. For example, venture creation, risk management, start-up resources, and global trends are concepts that relate to owning and operating a business.

### *Practice*

Entrepreneurship education is derived from a standards-based curriculum and identifies the knowledge, skills, and behaviors (dispositions) of a successful entrepreneur. Course work and experiences that support potential career paths for students are necessary in developing entrepreneurs. Contributions to this level may also be made through a variety of school-wide innovation projects or course work, or integrated units led by cross-curricular teams. Each approach can help build the process skills important in developing more specialized knowledge as an entrepreneur.





### Entrepreneurial Process Skills:

*Stages in the  
entrepreneurial  
process appli-  
cable to new and  
ongoing ventures  
that drive/change  
economic activity*

Entrepreneurial Process Skills				
Discovery	Concept Development	Resourcing	Actualization	Harvesting
Concepts*	Concepts*	Concepts*	Concepts*	Concepts*
Entrepreneurial process	Entrepreneurial planning	Venture/start-up resources • Financial • Human • Capital	Risk Management	Evaluation  • Growth • Development • Exit Strategies
Global trends and opportunities	Start-up tools and requirements	Debt equity financing	Business procedures	
Venture creation: methods & ideas	Business plan ventures and risks	Cost/benefit analysis	Time management	
	External resources		Creativity	
			Adaptability	

*\*Derived from the National Content Standards for Entrepreneurship Education*

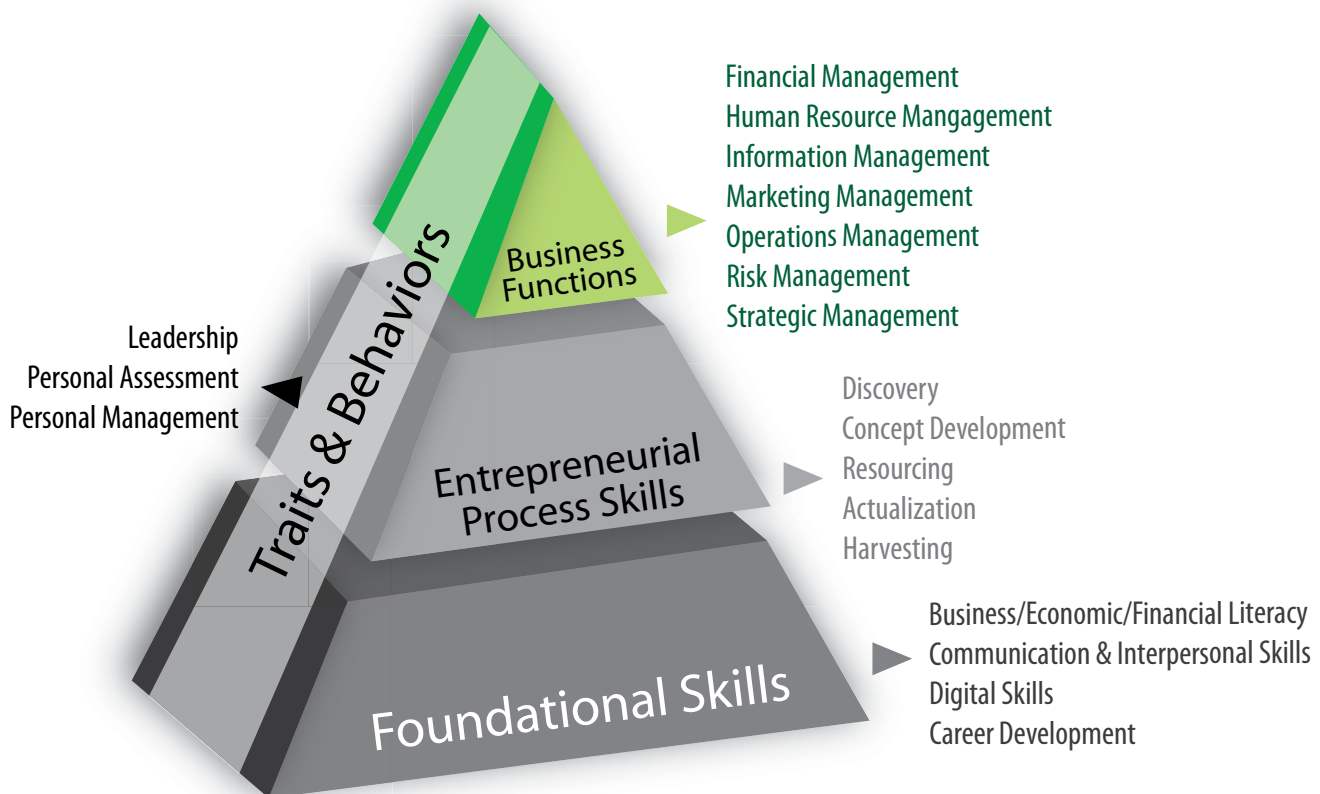
## Business Functions

### *Theory*

Career pathways and other programs of study involving career and technical education (CTE) showcase the top layer of the Framework with concepts from the national and state standards in the areas of agriculture, business and information technology, family and consumer science, health science, marketing, and technology and engineering, where students are able to apply their learning authentically.

### *Practice*

The business function element of entrepreneurship education is specialized yet can be integrated into multiple subject areas, including CTE, where student interests are matched to career aspirations. Connecting entrepreneurship education to work-based learning experiences strengthens students understanding and the real-world connection to entrepreneurial opportunities.







*Business Functions:*

*The business activities performed in starting and running an enterprise*

Business Functions						
Financial Management	Human Resource Management	Information Management	Marketing Management	Operations Management	Risk Management	Strategic Management
<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>	<i>Concepts*</i>
Money management	Organizing	Record keeping	Product & service creation	Business systems channel management	Business risks	Planning
Accounting	Staffing	Technology	Marketing information management	Purchasing & procurement	Legal Considerations	Controlling
Finance	Training & development	Information acquisition	Promotion	Daily operations		
	Morale		Pricing			
	Motivation		Selling			
	Assessment					

*\*Derived from the National Content Standards for Entrepreneurship Education*



## Developing Traits & Behaviors: One Classroom's Story

In 2001, Budding Blooms Greenhouse was created and initiated for fourth-grade students by two elementary school teachers at Tower Rock Elementary School in Prairie du Sac. The purpose was to create hands-on activities that promote an understanding and respect for Wisconsin's agriculture. The vision for this project was three-fold: to naturally integrate real-world learning into every part of the curriculum, to utilize the program as a mentorship opportunity, and to obtain district-wide involvement.



Poster developed by Tower Rock Elementary School fourth graders to promote their entrepreneurial venture

In this multistep project, students create indoor worm bins to decompose organic waste from the school kitchen to produce high-quality, red worm compost. Science, social studies, language arts, and math play a key role in this endeavor as they produce and market the compost.

The students' plant seeds beginning in February. The perennials, annuals, bulbs, and herbs are then transferred to an outdoor greenhouse. Part of the red worm compost is used as fertilizer for the seedlings planted in the spring. To track business expenses, the students keep ledgers in mathematics class.

In language arts, students work on individual investigations about agriculture. These projects allow students to research an agricultural topic they find intriguing. Whether it is an occupation or a specialty crop, students gain expertise in a specialized area of agriculture, which they then teach to their classmates. Students care for the greenhouse seedlings until their culminating plant sale in early May. Although only a handful of these students may become future greenhouse farmers, all have developed the traits and behaviors of burgeoning entrepreneurs.

# The Action Plan for Entrepreneurship Education

Successful implementation of entrepreneurship education flows from a clear vision and a solid infrastructure, as shown in the action plan on the following pages.

The action plan organization includes a classroom and teacher level discussion as well as a school and district level reflection. Both perspectives are essential. Classroom teachers have an important role in integrating entrepreneurial concepts and skills. Schools and districts have a role in building capacity for entrepreneurship education by providing system wide programming and opportunities to foster an entrepreneurial spirit that crosses the entire educational spectrum.

## Purpose Building

Purpose building is developed by evaluating capacity, by gauging readiness, and by engaging stakeholders in conversations about fostering an entrepreneurial spirit.

Envisioning a strong entrepreneurial vision for the school/district, along with providing leadership and structure that supports all efforts to become entrepreneurial, is the first step. This will ensure high-quality curriculum, innovation, and accountability and will compliment other systems change initiatives.

An entrepreneurial school culture begins at the district level with openness for change, ideation, and implementation of school change. A district then begins to value and accept risk and failure as a natural part of the school day/year and provides teacher professional development and student capstone experiences to promote this behavior.

*Creating a mindset in children that allows them to realize that they are in charge of themselves results in higher academic performance and more focused participation in school.*

**Harvard Graduate School study of the National Foundation for Teaching Entrepreneurship Education Programs, 2004**



<b>Purpose Building</b> Provide leadership and structure that supports entrepreneurship	
Classroom and Teacher	School and District
Authentic and Experiential Learning	
Showcase local entrepreneurs; encourage creativity	Purposeful and authentic curriculum integration
Teach courses based on developed curriculum	Plan curriculum development where standards from multiple sources are linked
Encourage students to have input on assignments to promote their successes in and outside of the classroom while allowing them to bring prior and diverse knowledge and experience to the classroom	Utilize competency-based education for all students
Structure	
Celebrate student success; allow students to have input on assignments and encourage them to take risks	Reflect on current school structure: schedule, use of building, partnerships, educational delivery, professional development, language, earning of credits
Use role models and mentors in the classroom; encourage teachers to participate in mentoring programs	Use role models and mentors; develop a teacher mentor program within the school/district
Teacher and Administrator Leadership	
Teachers should model entrepreneurship through their teaching	Strong leadership from superintendent and school board
Empower students to learn and share experiences with the class	Empower teachers to learn and share work experiences
Participate in teacher externships	Consider employing teaching staff with entrepreneurial experiences and diverse backgrounds

## Infrastructure

An infrastructure is built by examining existing structures and systems, discovering what is being implemented, and building the foundation for enhanced practice in the development of entrepreneurship education.

Creating opportunities for students to participate in meaningful learning will help them make informed decisions about their future. For example, a student might meet with their counselor to work on an individualized learning plan, participate in a business tour/field trip with a career and technical education class, or job shadow through a work-based learning program.

Integrating authentic and experiential learning opportunities encourages students to become engaged and interested in their future

Infrastructure	
Ensure that entrepreneurial activities take place	
Classroom and Teacher	School and District
Connect with business	
Participate in teacher externships and actively seek industry experience to bring to the classroom	Develop partnerships between school administration and industry; develop or reinstate multiple school and district business & industry committees
Bring business partners into the classroom	Allow business externships
Connect with Community	
Utilize work-based learning	Participate or sponsor community awareness programs to promote business/school needs using an “open forum” concept
Participate in integrated, cross-curricular projects; utilize field trips as a method for connecting learning	Participate or sponsor school and district events to promote student successes
Invite parents into the classroom or on field trips with students	Allow relevant field trips and business tours
Integrate School, Business, and Community	
Showcase integrated projects involving school, parents, and business community	Involve media in promoting success of unique models
Engage students in regular discussions related to how knowledge and skills can be used on the job	Analyze needs and opportunities for students both in and outside of the classroom, including alternative schedules and integrated learning days
Provide career-related work-based learning for students within a career and technical education program	Support is evident for school-to-work, education for employment, career development, career and technical education, and Tech Prep programs
Become active participants in professional organizations	Leadership training of staff and students
Actively seek professional development opportunities and ways to incorporate what you learn into educational practice	Provide time, money, and opportunities for educator professional development

## Implementation

Entrepreneurship education is implemented by sustaining, stabilizing, and systematizing practices to engage numerous stakeholders in the advancement of entrepreneurship education.

To learn about the world of work, students must visit local businesses to gain an authentic knowledge about the content they are studying. Role models and mentors in the classroom can occur through business partnerships, and field trips and business tours can provide experiences outside of the classroom.

Additionally, teachers should be empowered to participate in externships during the summer months to gain business and industry experience that will allow them to maintain purposeful and relevant curriculum.

Implementation	
Engage in entrepreneurship skills and strategies	
Classroom and Teacher	School and District
Schools and Classrooms act as incubators for innovation, research, and development	
Encourage classrooms to adopt a business or have business partners participate in the classroom	Utilize relationships with key organizations and leaders representing all sectors of the community
Allow for and reward risks in the classroom	Act as role model, risk taker, and encourager
Mentoring & Support	
Support work-based learning programs	Support all parties involved in work-based learning programs
Provide recognition and incentives	Provide recognition and incentives
Articulate the value of entrepreneurship and why it is important	Articulate the value of entrepreneurship and why it is important
Create energy through team building	Create energy through team building
Business Projects	
Open a school-based business and/or write a business plan through an applied learning context	Provide ways to improve environment through projects that engage students in problem solving
Develop and Provide Resources	
Consider sponsored activities with local businesses to showcase risk	Evaluate new ideas for entrepreneurship education and allocate appropriate resources
Students are encouraged to participate in Career and Technical Student Organizations (CTSOs) and take part in the competitive events programs that are aligned with the national standards and career clusters	Career & Technical Student Organizations are supported as co-curricular activities throughout the year.

# The Self Assessment Tool for Entrepreneurship Education

The third component of the Entrepreneurship Education Task Force Vision is the Self Assessment Tool. The purpose of the self assessment (explained in more detail in Appendix C, pg. 26) is to serve as a diagnostic tool for a teacher, administrator, or district team to analyze current practices and move toward the development or refinement of an entrepreneurship education program within a classroom or district.

A district can use this tool to explore how entrepreneurship education is being delivered and to identify areas for improvement. The tool can guide conversations within the district for the development of future programming.

The tool is broken down into three distinct sections. These sections are outlined as follows:

## **Section One**

The focus rests on either the classroom teacher or the school district and is divided into phases. Key questions and potential examples of success offer an invitation to determine progress.

## **Section Two**

The general foundation in all content areas rests on what current practices introduce, reinforce and assess where entrepreneurship education is being taught. Use this section to pinpoint where in the district curriculum or classroom units these skills and knowledge are introduced, reinforced, and assessed, as well as, where additional activities, units, or curriculum may be necessary.

## **Section Three**

The chance to implement the next steps rests on having an understanding of the Framework and the Action Plan so that planning the road map for the future is clear and concise. This section can be used as a discussion tool for planning a thoughtful map for a teacher and/or district.

A district can begin the self assessment process at any time; however, this process is more engaging when educators have a baseline understanding of entrepreneurship knowledge and skills along with examples of how these concepts can be implemented in the classroom. The Framework, based on the National Content Standards coupled with the Action Plan; serves as a starting point to understanding entrepreneurship education. These can serve as a continued reference to the district throughout the planning and implementation of entrepreneurship education. The task force identified additional resources (Appendix D) to provide inspiration and aid a district in making further curricular connections.







## Summary

As stated by the task force, the entrepreneurial spirit is at the heart of a society that moves forward and adapts to changing economic, technological, and social challenges. To strengthen the “pulse” that stimulates this “heart,” all teachers, administrators, and school staff must see themselves as part of entrepreneurship education, a pursuit that begins with traits, behaviors, and foundational skills fostered in all content areas.

When an English teacher teaches business letter writing, he is contributing to the development of the foundational skills of communication necessary for future entrepreneurs. When a mathematics teacher engages her class in crafting a proposal and works in tandem with the marketing class to replace the snack bar items in the school-based enterprise with more profitable and healthier snacks, their classes are collectively developing the process skills needed to engage in future entrepreneurial endeavors. In both examples, some students may feel the spark of interest that could steer them toward more specialized classes in CTE where student interests are matched to career aspirations. Regardless of their future paths, all students benefit from schools and districts where entrepreneurial skills are developed and taught.

*Little attention has been paid to finding out what makes America's schools the best in the world with regard to international economic competition. But a recent conversation I had with a Swede now living in Los Angeles seems to point in the right direction. He holds a high position in a bioscience company and has lived in 10 different nations. He told me, “There is no doubt that graduates of European high schools know a lot more than American grads, but I prefer my kids go to school in America because Americans acquire a spirit that the other countries lack.” Other anecdotal sources suggest this “spirit” involves ambition, inquisitiveness, independence, and perhaps most important, the absence of a fixation on testing and test scores.”*

**Baker 2007**







# Appendices

## Appendix A: State Superintendent's Entrepreneurship Education Task force

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## Appendix B

# National Content Standards for Entrepreneurship Education

*We asked entrepreneurs throughout the United States to tell us “what they do as an entrepreneur and what they needed to know to do it.” The result was three interlocking curriculum areas that are the gears that will keep our entrepreneurial culture strong and our economy moving forward in the future.*



**Business Functions**

**BUSINESS FUNCTIONS:** The business activities performed by entrepreneurs in managing the business. They provide the day-to-day skills that are essential to the success of any business, be it a home-based venture or a fast-growing corporation. They also provide the expertise that enables entrepreneurs, and future entrepreneurs, to see and create entrepreneurial opportunities.

**I. FINANCIAL MANAGEMENT**  
Understands the financial concepts and tools used in making business decisions. Includes Accounting, Finance, and Money Management — all areas that enable the entrepreneur to be successful.

**J. HUMAN RESOURCE MANAGEMENT**  
Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff. Focuses on the processes needed to ensure employee productivity and business success including Organizing, Staffing, Training/Development, Morale/Motivation, and Assessment.

**K. INFORMATION MANAGEMENT**  
Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making. Includes Recordkeeping related to income, personnel, and customers; Technology related to applications of computers and other options for competitive advantage; and Information Acquisition related to the internal and external sources of information.

**L. MARKETING MANAGEMENT**  
Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas. Focuses on

how to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas in separate sections related to Product/Service Creation, Marketing-Information Management, Promotion, Pricing, and Selling. This standard is especially important to the creation of new business ideas.

**M. OPERATIONS MANAGEMENT**  
Understands the processes and systems implemented to facilitate daily business operations. Includes Business Systems, Channel Management, Purchasing/Procurement, and Daily Operations.

**N. RISK MANAGEMENT**  
Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss. Includes Business Risks, such as insurance, security systems, financial risks, and Legal Considerations such as business ownership, intellectual property, personnel regulations, and government compliance.

**O. STRATEGIC MANAGEMENT**  
Understands the processes, strategies, and systems needed to guide the overall business organization. Includes the entrepreneur's skills in Planning and Controlling needed to guide the overall business organization.

**How can I apply the Standards and all the Performance Indicators in my course or program?**

The Standards are not designed to be delivered in a single course or program. Similar to English, computer skills, and other fundamental subjects, entrepreneurial skills are part of a lifelong learning journey. They must be repeatedly applied and practiced to develop expertise.

The good news is that entrepreneurial skills can be applied in nearly any context — whether math, science, marketing, or career technology. And by doing so, the learner continues to move a step closer to realizing the entrepreneurial traits and behaviors needed for success in business, career, and in life.


Access the detailed Standards online at  
**[www.entre-ed.org](http://www.entre-ed.org)**

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**Access the detailed Standards online at [www.entre-ed.org](http://www.entre-ed.org)**



# National Content Standards for Entrepreneurship Education (cont'd)



**Ready Skills**

**READY SKILLS:** The basic business knowledge and skills that are prerequisites or co-requisites for becoming a successful entrepreneur. They provide the developmental curriculum opportunities that enable individuals to operate in competition with the world and a context for experiences related to becoming an entrepreneur.

**C. BUSINESS FOUNDATIONS:**  
Understands fundamental business concepts that affect business decision making. Includes a basic understanding of the business concepts and business activities that support fundamental processes used to be an effective employee and make good business decisions.

**D. COMMUNICATIONS AND INTERPERSONAL SKILLS**  
Understands concepts, strategies, and systems needed to interact effectively with others. Includes Fundamentals of Communication, Staff Communications, Ethics in Communication, Group Working Relationships, and Dealing with Conflict.

**E. DIGITAL SKILLS**  
Understands concepts and procedures needed for basic computer operations. Includes the processes to use a computer in the section on Computer Basics, and a section on Computer Applications that enable students to use the computer for business applications, the Internet, website, and for e-commerce.

**F. ECONOMICS**  
Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership. Includes basic concepts of Economics, Cost-Profit Relationships, Economic Indicators/Trends, Economic Systems, and International Concepts that are fundamental to entrepreneurship and small-business ownership.

**G. FINANCIAL LITERACY**  
Understands personal money-management concepts, procedures, and strategies. Includes basic personal money-management concepts, procedures, and strategies including Money Basics, Financial Services, and Personal Money Management that also apply to business management processes.

**H. PROFESSIONAL DEVELOPMENT**  
Understands concepts and strategies needed for career exploration, development, and growth. Includes Career Planning and Job-Seeking Skills that focus on concepts and strategies for career exploration that are needed by the workforce as a whole, and apply to the context of the critical activities necessary for business management.

**How is the entrepreneurial process described by entrepreneurs?**

Entrepreneurs believe that becoming an entrepreneur and then acting on this trait (or desire) is a series of non-linear processes that take place over time. Certain stages of the process require a specific skillset, while other stages require a merging of several seemingly unrelated skills. Often, an entrepreneur may be considering new business opportunities while still working on an existing venture.

The entrepreneurs in our study helped us define the entrepreneurial process as applicable to new ventures and ongoing ventures that create, drive, and change economic activity — meaning new markets, new products, and new businesses. These non-sequential, often overlapping, stages are: Discovery, Concept Development, Resourcing, Actualization, and Harvesting.

Entrepreneurship education is not simply dreaming about the possibilities of being an entrepreneur. It involves testing the reality of the dream and constantly learning from experiences. Curriculum designed around the five entrepreneurial processes, as defined by their Standards and Performance Indicators, should provide those experiences by simulating the challenges and options faced by the entrepreneur.

Students should not just learn ABOUT entrepreneurship, they should EXPERIENCE it as part of the instructional process. Curriculum at any stage of the lifelong learning model for entrepreneurship education may focus on any or all elements of the entrepreneurial process.

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**Access the detailed Standards online at [www.entre-ed.org](http://www.entre-ed.org)**

# National Content Standards for Entrepreneurship Education (cont'd)



## Entrepreneurial Skills

**ENTREPRENEURIAL SKILLS:** Understands concepts and processes associated with successful entrepreneurial performance. They provide the unique expertise that entrepreneurs use during the entire process of creating and managing a business.

### A. ENTREPRENEURIAL PROCESSES

Understands concepts and processes associated with successful entrepreneurial performance. The steps in the process of creating and running a business are:

**Discovery** — The stage in the entrepreneurial process in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.

**Concept Development** — The stage in the entrepreneurial process in which the entrepreneur plans the venture, identifies needed resources using a business plan, identifies strategies to protect intellectual property, etc.

**Resourcing** — The stage in the entrepreneurial process in which the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup, etc.

**Actualization** — The stage in the entrepreneurial process in which the entrepreneur operates the venture and utilizes resources to achieve its goals/objectives.

### B. ENTREPRENEURIAL TRAITS AND BEHAVIORS

Understands the personal traits/behaviors associated with successful entrepreneurial performance. These entrepreneurial traits and behaviors are especially important to the success of the entrepreneurial processes:

**Leadership** — such as integrity, responsibility, initiative, ethical work habits, passion for goal attainment, team spirit, etc.

**Personal Assessment** — such as tolerance for ambiguity, representative personality traits, interests, etc.

**Personal Management** — such as demonstrates positive attitude, orientation to change, time management, creativity, etc.

#### How were the Standards developed?

In addition to an extensive literature review, the Standards were developed through a series of focus groups with entrepreneurs. We asked them "what they do as an entrepreneur, and what they need to know how to do to become an entrepreneur."

The standards are divided into three major sections:

**Entrepreneurial Skills** — The unique traits, behaviors, and processes that differentiate an entrepreneur from an employee or manager.

**Ready Skills** — The business, or entrepreneurial, knowledge and skills that are prerequisites or co-requisites for the study of entrepreneurship.

**Business Functions** — The business activities performed in starting and running a business.

#### How can the Standards be used?

The Standards are designed to describe the entire field of entrepreneurship as a lifelong learning process with many purposes including:

- As a FRAMEWORK for many levels of curriculum development — in elementary, secondary, post-secondary, and adult education programs.
- As a guide for measuring KNOWLEDGE AND SKILLS gained from entrepreneurial activities.
- As a vehicle for acquisition and application of CORE ACADEMIC SKILLS.
- Both as a CONTEXT FOR LEARNING and as SUBJECT MATTER for CURRICULUM.

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Access the detailed Standards online at [www.entre-ed.org](http://www.entre-ed.org)

## Appendix C

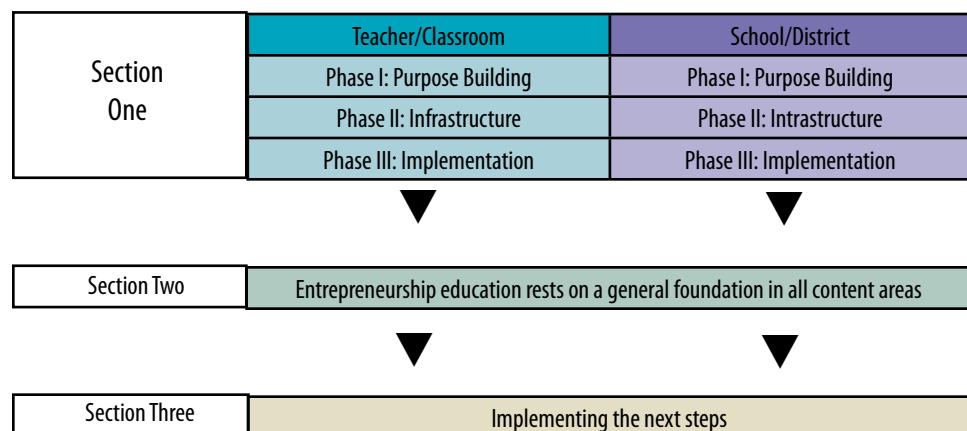
### Wisconsin Entrepreneurship Vision Self-Assessment Tool for Teachers, Schools, and Districts

The Wisconsin Entrepreneurship Self-Assessment Tool was developed by the Department of Public Instruction Entrepreneurship Education Task Force, which consists of a cross-departmental workgroup in conjunction with statewide external partners. The tool is based on research, effective classroom practice, collaboration between schools and community, and the development of an entrepreneurial spirit.

The task force has identified essential skills, knowledge, and dispositions that will prepare all students to be entrepreneurial. Many elements of this framework for entrepreneurship education will be integrated into existing subject areas, while other elements will be taught in specific courses.

The purpose of this tool is to assist teachers, schools, or districts to reflect on their current practice and readiness as well as to envision what they could implement to develop students' entrepreneurial skills, knowledge, and dispositions.

**This discussion and planning tool is organized and color coded into the following three sections:**



## Section One:

Section One	Teachers develop... Classrooms require...	School/Districts must collaborate and...
	Phase I: Purpose Building	Phase I: Purpose Building
	Phase II: Infrastructure	Phase II: Infrastructure
	Phase III: Implementation	Phase III: Implementation

Within each essential element, there are key questions to consider, potential examples of success, and an invitation to reflect to help determine which phase best describes your progress implementing Wisconsin's Vision as a teacher, classroom, school, or district.

**Phase I: Purpose Building:** Evaluating capacity, gauging readiness, and engaging stakeholders in relevant conversations around the idea of fostering an entrepreneurial spirit.

**Phase II: Infrastructure Building:** Examining existing structures and systems, discovering what is being implemented well and what gaps need to be addressed, and building the foundation for enhanced practice in the development of entrepreneurial literacy.

**Phase III: Implementation:** Sustaining, stabilizing, and systematizing practices that engage numerous stakeholders in the advancement of entrepreneurship education.

Element #1: Teachers/Classrooms						
Phase I: Purpose Building						
Key Components	Examples of Success	Where We Are				Teacher-Based Evidence
		(1) I/my teachers do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Desire to learn about the contemporary world of work	<ul style="list-style-type: none"> <li>- Teacher participates in externships in a business.</li> <li>- Teachers feel empowered to learn about and share work experiences.</li> <li>- Teachers participate in a mentoring program.</li> </ul>					
Embrace the responsibility to develop students for careers and the world of work	<ul style="list-style-type: none"> <li>- Teachers model the entrepreneurial concept in their classroom management, instructional practices, and treatment of students.</li> <li>- Teachers use role models and mentors in the classroom.</li> <li>- Students are empowered to learn and share experiences with the class.</li> </ul>					
Curriculum for each class/activity developed with multiple standards linked	<ul style="list-style-type: none"> <li>- Courses taught are based on developmental curriculum.</li> <li>- Appropriate standards, from multiple sources, are linked.</li> </ul>					
Development of economics, money, and financial literacy	<ul style="list-style-type: none"> <li>- Personal financial literacy is infused in the curriculum.</li> <li>- Financial effects are discussed.</li> </ul>					
Foster creativity and the entrepreneurial spirit	<ul style="list-style-type: none"> <li>- Showcase local entrepreneurs.</li> <li>- Student input on assignments (open-ended) evident.</li> <li>- Recognition and incentives provided.</li> </ul>					



Phase II: Infrastructure Building						
Key Components	Examples of Success	Where We Are				Teacher-Based Evidence
		(1) I/my teachers do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Linking of academic learning to the world of work evident	<ul style="list-style-type: none"> <li>- Business and industry experience is actively brought into the classroom.</li> <li>- Regular discussions occur in the classroom related to how knowledge and skills can be used on the job.</li> <li>- Field trips to businesses are part of the curriculum.</li> <li>- Cooperative work experience utilized.</li> <li>- Integrated cross-curricular projects evidenced.</li> </ul>					
Celebrate and encourage student success and experiences	<ul style="list-style-type: none"> <li>- Students have input on assignments.</li> <li>- Cooperative work experience is utilized.</li> <li>- Teachers continually analyze needs and opportunities for students both in and outside of the classroom.</li> </ul>					
Leadership and innovation is showcased	<ul style="list-style-type: none"> <li>- Young entrepreneurs are highlighted.</li> <li>- Local entrepreneurs and businesses are featured.</li> <li>- Leadership both in and out of the classroom is celebrated.</li> </ul>					
Support professional organizations	<ul style="list-style-type: none"> <li>- Teachers are active participants in professional organizations.</li> <li>- Student organizations are evident.</li> </ul>					



Phase III: Implementation						
Key Components	Examples of Success	Where We Are				Teacher-Based Evidence
		(1) I/my teachers do not do this in our school.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Contemporary world of work is transparent in the classroom	<ul style="list-style-type: none"> <li>- The class adopts a business for a year.</li> <li>- Business partners participate in the classroom.</li> <li>- Fostering a team environment.</li> </ul>					
Authentic, experiential learning is used	<ul style="list-style-type: none"> <li>- Students run a school-based enterprise.</li> <li>- CTSOs and other student organizations are connected into the classroom.</li> <li>- Student risk in projects is encouraged and rewarded.</li> <li>- Students encouraged to participate in competitive events programs, leadership, and service in a multitude of CTSOs or other organizations.</li> </ul>					
Active community partnerships apparent in the classroom	<ul style="list-style-type: none"> <li>- Community mentors are active participants in the classroom.</li> <li>- Business sponsorships are evident.</li> <li>- Hands-on student experiences are everyday practices.</li> </ul>					
Value of the entrepreneurial spirit is fostered	<ul style="list-style-type: none"> <li>- The value is articulated verbally and through actions of teachers/mentors.</li> <li>- Teachers actively seek out professional development activities for self and students.</li> </ul>					

Element #2: Schools/Districts						
Phase I: Purpose Building						
Key Components	Examples of Success	Where We Are				School-Based Evidence
		(1) Do not do this in our school/district.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Community connections are understood and encouraged, including business and industry	<ul style="list-style-type: none"> <li>- Community is highly aware and actively supportive of school programs.</li> <li>- Student successes (in numerous areas) are acknowledged by the community.</li> <li>- Numerous venues are utilized in promoting student/school successes.</li> <li>- Community members, including business and industry, are regular visitors to the school.</li> <li>- Diverse role models and mentors embraced.</li> </ul>					
Competency-based education for all students utilized	<ul style="list-style-type: none"> <li>- Standards from multiple sources are infused in curriculum used daily in each classroom.</li> <li>- Education for employment skills and programs are infused district wide.</li> <li>- 21st century skills are infused in the curriculum PK-12.</li> <li>- Personal Financial Literacy standards adopted.</li> <li>- Teacher professional development supported.</li> </ul>					
Environment or culture where teachers feel empowered	<ul style="list-style-type: none"> <li>- Teachers of diverse backgrounds are hired—including those with entrepreneurial experience.</li> <li>- Mentoring for new staff is provided.</li> <li>- Staff encouraged to “think outside the box”.</li> <li>- Teachers regularly learn and share their experiences with colleagues and students.</li> </ul>					

Phase II: Infrastructure Building						
Key Components	Examples of Success	Where We Are				School-Based Evidence
		(1) Do not do this in our school/district.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Ongoing committees include business and industry (B&I) representation	<ul style="list-style-type: none"> <li>- School related meetings encourage an "open forum" with community input.</li> <li>- Multiple school and district committees have B&amp;I and/or entrepreneur representatives.</li> <li>- Community and business leaders take an active and ongoing role in education.</li> </ul>					
District/school administrators develop partnerships and provide resources for fostering an entrepreneurial spirit and systematic change	<ul style="list-style-type: none"> <li>- Leadership and entrepreneurial training for teachers is provided.</li> <li>- Administrators serve as role models, risk takers, and encouragers.</li> <li>- Time, money, and professional development are provided to teachers to develop new and innovative programs.</li> </ul>					
District models multiple delivery systems for learning	<ul style="list-style-type: none"> <li>- Online, distance, and other virtual learning programs are utilized by students.</li> <li>- Youth Options Programs and other alternatives are available to students.</li> <li>- Alternative schedules are explored and utilized.</li> <li>- Integrated learning days are utilized by the district.</li> </ul>					
Authentic, real-world skills infused in the curriculum	<ul style="list-style-type: none"> <li>- Relevant career investigations, work-based learning, field trips, and business tours are encouraged.</li> <li>- Projects--both cross-curricular and community service learning--are evident.</li> <li>- Support is evident for work-based learning programs and student co-curricular organizations.</li> </ul>					

Phase III: Implementation						
Key Components	Examples of Success	Where We Are				School-Based Evidence
		(1) Do not do this in our school/district.	(2) Starting to move in this direction.	(3) Making good progress.	(4) This is well established.	
Business and industry is infused into the school and curriculum	<ul style="list-style-type: none"> <li>- Business externships for teachers encouraged.</li> <li>- School-wide and cross-curricular projects are community focused and impact the community at large.</li> <li>- Curriculum development, alignment, and improvement opportunities exist.</li> </ul>					
District encourages students to actively participate in the world of work, career development, and other real-world experiences	<ul style="list-style-type: none"> <li>- Career awareness, exploration, and planning activities are evident at all levels.</li> <li>- Students are active in school-to-work, youth apprenticeship, and/or certified co-op programs.</li> <li>- Support for CTSOs and other student organizations is clear.</li> <li>- Recognition and incentives are demonstrated.</li> </ul>					
Community-focused projects developed and supported school-wide/district-wide	<ul style="list-style-type: none"> <li>- Student solve real community problems.</li> <li>- Interaction with business and community is evidenced.</li> <li>- Community members mentor students.</li> <li>- Community members are evident in classrooms.</li> <li>- Incubator projects re encouraged among the student body and classrooms.</li> </ul>					
Value of the entrepreneurial spirit is fostered	<ul style="list-style-type: none"> <li>- The value is articulated verbally and through actions of administration.</li> <li>- Energy through a team environment is developed and showcased.</li> </ul>					

**Section Two:**  
**Entrepreneurship education rests on a general foundation in all content areas.**

For students to explore the entrepreneurial spirit and develop the capacity to become true entrepreneurs in today's economy they need foundational skills, knowledge, and dispositions in many areas. This foundation mirrors the skills and knowledge inherent in excellent educational practice and is the same foundation on which focused business knowledge is built. This foundation consists of traits and behaviors plus foundational skills that include leadership; personal assessment; personal management; business, economic, and financial literacy; communication and interpersonal skills; digital skills; and career development.

Use this section to pinpoint where in the district curriculum or classroom units these skills and knowledge are introduced, reinforced, and assessed, as well as, where additional activities, units, or curriculum may be necessary.

	Introduced	Reinforced	Evaluated
<b>Leadership</b> <ul style="list-style-type: none"> <li>- Honesty &amp; integrity</li> <li>- Responsibility &amp; initiative</li> <li>- Ethical work habits</li> <li>- Goal setting</li> <li>- Teamwork</li> <li>- Diversity</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Responsibility	Citizenship curriculum infused K-12		
<b>CLASSROOM EXAMPLE</b> i.e., Responsibility	Students learn to appropriately use an assignment notebook	Completing and submitting assignments on time	Life Knowledge Online (website) used in Leadership Class
<b>Personal Assessment</b> <ul style="list-style-type: none"> <li>- Entrepreneurial personality</li> <li>- Personal biases and stereotypes</li> <li>- Interests and capabilities</li> <li>- Entrepreneurial potential self-assessment</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Interests	WKCE Interest Inventories used	Use of WiscCareers	
<b>CLASSROOM EXAMPLE</b> i.e., Interests	Jan--Interest surveys completed	Mar--Matching interests to standard of living	Apr--Analyzing careers matching interests

<b>Personal Management</b> <ul style="list-style-type: none"> <li>- Decision Making</li> <li>- Problem Solving</li> <li>- Risk Assessment</li> <li>- Personal responsibility</li> <li>- Time management</li> <li>- Tolerance for ambiguity</li> <li>- Creativity</li> <li>- Personal goal setting</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Goal setting	Gr. K-What ar goals? Unit	Gr. 6-Goal Setting in ELA Curriculum	Gr. 10-Future Goals in Careers Development Course
<b>CLASSROOM EXAMPLE</b> i.e., Goal setting	Sept-What is a goal? Lesson	Oct-Read " <i>Seven Habits...</i> " book	Nov-Goal Analysis assignment
<b>Business, Economic, and Financial Literacy</b> <ul style="list-style-type: none"> <li>- Business concepts</li> <li>- Business activities</li> <li>- Basic concepts</li> <li>- Cost-profit relationships</li> <li>- Economic indicators/ trends</li> <li>- Economic systems</li> <li>- International concepts</li> <li>- Money basics</li> <li>- Financial services</li> <li>- Personal money management</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Money management	Gr. 4-Money Skills Unit in Math	Gr. 8-Spreadsheet Budgeting in 8th Grade Math	HS-Personal Finance Course
<b>CLASSROOM EXAMPLE</b> i.e., Money management	Sept-Writing dollars correctly	Nov-Making change/ paying for purchases	Dec-Writing Checks



<b>Communication and Interpersonal Skills</b> <ul style="list-style-type: none"> <li>- Fundamentals of communication</li> <li>- Staff communication</li> <li>- Ethics in communication</li> <li>- Group working relationships</li> <li>- Dealing with conflict</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Conflict resolution	Tribes Model		Peer Network
<b>CLASSROOM EXAMPLE</b> i.e., Conflict resolution	Oct-Counseling curriculum Who are my friends? Lesson	Nov-Counseling curriculum Put Ups and Put Downs Lesson	Jan-Counseling curriculum Cyberbullying Lesson
<b>Digital Skills</b> <ul style="list-style-type: none"> <li>- Computer basics</li> <li>- Computer applications</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., Internet research	Gr. 2 English/Language Arts-Pen Pal Project	Gr. 6 Social Studies-President Unit	Gr. 8 Technology Assessment
<b>CLASSROOM EXAMPLE</b> i.e., Internet research	Jan-Sample Searches Assignment	Feb-Internet Searching Game	Apr-Search Engine Analysis Project
<b>Career Development</b> <ul style="list-style-type: none"> <li>- Career planning</li> <li>- Job-seeking skills</li> </ul>			
<b>DISTRICT EXAMPLE</b> i.e., career exploration	ES-Career Speakers	MS-Job Shadowing	HS-Cooperative/YA Programs
<b>CLASSROOM EXAMPLE</b> i.e., career exploration	Oct-Jobs unit	Dec-Career Day	Mar-"Take my Child to Work" Day participation

**Section Three:** Use the following section to identify key elements of your current phase of enacting an effective entrepreneurship program in your classroom, school, or district. Then outline next steps to strengthen your program's impact. Be sure to consider collaborative partners.

Reflection on Self-Assessment and Next Steps		
	Current Phase	Next Steps
Teacher/Classroom		
School/District		

## Appendix C

### Entrepreneurship Resources

Resource Title	Description	Contact
<b>4-H</b>	4-H has a long-standing history of helping youth reach their fullest potential through developing life skills and learning by doing.	4-h.org
<b>African American Chamber of Commerce</b>	To promote members and affiliates, with emphasis on Wisconsin's African American-owned businesses and communities.	www.aabba.net aabparacine.org aaccmke.org
<b>American Indian Chamber of Commerce of Wisconsin</b>	To promote members and affiliates of the American Indian Chamber of Commerce of Wisconsin, with an emphasis on American Indian-owned businesses, joint ventures, and professional associations.	alccw.org
<b>BizWorld</b>	Experiential learning programs that teach the basics of business, entrepreneurship, and money management and promote teamwork and leadership in the classroom.	www.bizworld.org
<b>Boy Scouts of America</b>	Earning the Entrepreneurship merit badge, Scouts will learn about identifying opportunities, creating and evaluating business ideas, and exploring the feasibility of an idea for a new business. They will also have the chance to fit everything together as they start and run their own business ventures.	www.scouting.org
<b>Career and Technical Student Organizations</b>	Our nationally recognized career and technical student organizations have entrepreneurship events. CTSOs also encourage critical thinking and problem solving, both integral traits of an entrepreneur.	DECA: www.deca.org FBLA: www.fbla-pbl.org FCCLA: www.fcclainc.org FFA: www.ffa.org HOSA: www.hosa.org SkillsUSA: www.skillsusa.org
<b>CETE (PACE-Program for Acquiring Competency in Entrepreneurship)</b>	Competency-based curriculum that is designed for student use in the classroom. Mix and match any of the 21 topic-based booklets to suit your needs.	www.entre-ed.org/_teach/curricul.html
<b>Consortium for Entrepreneurship Education</b>	Numerous resources, including the "Risks and Rewards Curriculum," which teaches basic entrepreneurship skills. NEW website!	www.entre-ed.org
<b>Consortium of E-educators</b>	This resource is for teachers, instructors, program developers, and others who help students of all ages find their own entrepreneurial opportunities.	www.entre-ed.org
<b>Council for Economic Education</b>	Offers youth entrepreneurship programs, along with numerous economic resources for the classroom.	www.councilforeconed.org/ei
<b>Desination Imagination</b>	This co-curricular organization allows elementary and middle level students an opportunity to participate in numerous competitions that encourage critical thinking skills and problem solving, as well as creativity.	www.idodi.org
<b>Discovery World</b>	Information and resources about entrepreneurs and educational workshops. Visit Discovery World in Milwaukee to enjoy its full benefits.	www.discoveryworld.org
<b>Education, Training, &amp; Enterprise Center (EDTEC)</b>	New Youth Entrepreneur curriculum is available for purchase. Many interactive CDs and student guides available.	www.edtecinc.com
<b>Engineering &amp; E-ship</b>	Project Lead the Way provides curriculum in the engineering field. Knowledge and experiences in this area allow students to develop their actualization and discovery skills.	PLTW>org
<b>Explore ECB</b>	Many resources for teachers to use, including grade-specific entrepreneurship activities and television episodes.	explore.ecb.com
<b>FastTrac (Kauffman Foundation)</b>	Business plan development assistance and entrepreneurship training. Searchable database of curriculum and resources available.	www.fasttrac.org
<b>Girl Scouts of America</b>	Entrepreneurship news, stories, and programs for kids.	www.girlscouts.org

Resource Title	Description	Contact
<b>GoVenture</b>	Interactive software for learning business and life skills. Investment & Finance, Business & Entrepreneurship, Career & Life Skills software program.	<a href="http://www.goventure.net">www.goventure.net</a>
<b>Hispanic Business Alliance</b>	The Hispanic Business Alliance was formed to focus on the development and growth of Hispanic Entrepreneurs.	<a href="http://www.hispanicbiz.net">www.hispanicbiz.net</a>
<b>Hispanic Business and Professionals Association of Racine</b>	The mission of the HBPA is to promote and assist Hispanic business professionals and to encourage young Hispanics in entrepreneurial endeavors in southeastern Wisconsin.	<a href="http://www.hbpaofracine.rgnsystems.net">www.hbpaofracine.rgnsystems.net</a>
<b>Hispanic Chamber of Commerce-Wisconsin</b>	Provides educational and technical resources, fosters economic exchange between the business and corporate sectors, and promotes a network for political issues, community affairs, and opportunities for the Hispanic population and community at large.	<a href="http://www.hccw.org">www.hccw.org</a>
<b>Hmong Chamber of Commerce</b>	Hmong Wisconsin Chamber of Commerce (HWCC) provides assistance in business planning, market analysis, marketing strategies, effective day-to-day business operation, and much more. In addition, it acts as an advocate on behalf of the Hmong businesses and economic issues that affect Hmong businesses.	<a href="http://hmongchamber.org/main/">hmongchamber.org/main/</a>
<b>Hot Shots Business</b>	Online business simulation targeted at children age 9–12.	<a href="http://www.disney.go.com/hotshot/hsb.html">www.disney.go.com/hotshot/hsb.html</a>
<b>Junior Achievement</b>	Entrepreneurship education and activities are provided by local businesspeople in the classroom using tried-and-true curriculum and methodology to develop skills and abilities in students.	<a href="http://www.ja.org">www.ja.org</a>
<b>Kauffman Foundation</b>	This foundation is working to further understand the phenomenon of entrepreneurship, to advance entrepreneurship education and training efforts, to promote entrepreneurship-friendly policies, and to better facilitate the commercialization of new technologies by entrepreneurs and others, which have great promise for improving the economic welfare of our nation.	<a href="http://www.kauffman.org">www.kauffman.org</a>
<b>Latino Chamber of Commerce, Incorporated-Madison</b>	The purpose of this corporation is to promote the economic and social development of the Latino community by supporting the creation, expansion and diversification of Latino-owned businesses through educational, legislative, and networking activities.	<a href="http://www.negociosmadison.com/estatutos.php">www.negociosmadison.com/estatutos.php</a>
<b>Latino Entrepreneurial Network of Southeastern Wisconsin</b>	The mission is to promote entrepreneurship awareness and education through bilingual coaching, professional development, and networking.	<a href="http://www.lenwi.org">www.lenwi.org</a>
<b>Making Cents</b>	Small business skills and venture simulation curriculum for school and after-school settings. Teacher training and resources are available.	<a href="http://www.makingcents.com">www.makingcents.com</a>
<b>Marketing Education Resources</b>	MBAResearch, formerly MarkED, provides numerous curricular resources and activities in the area of entrepreneurship, along with many other business functions essential to an entrepreneur.	<a href="http://www.mark-ed.org">www.mark-ed.org</a>
<b>MicroSociety</b>	Provides support, training, technical assistance, and networking opportunities for teachers. Offers instructional materials, publications, and consulting services. MicroSociety program for K-9, other programs available.	<a href="http://www.microsociety.org">www.microsociety.org</a>
<b>Minority Owned Business Development in Wisconsin</b>	The Department of Commerce's Minority Business Development program is designed to generate and foster the growth of minority businesses in the State of Wisconsin. The Bureau of Minority Business Development provides consultation and services to minority business owners, entrepreneurs, and resource organizations.	<a href="http://commerce.wi.gov/BD/BD-MBD-Index.html">commerce.wi.gov/BD/BD-MBD-Index.html</a>
<b>National Association of Women Business Owners (NAWBO)</b>	NAWBO is the unified voice of America's more than 10 million women-owned businesses, representing the fastest growing segment of the economy.	<a href="http://nawbo.org/index.cfm">nawbo.org/index.cfm</a>
<b>National Collaborative on Workforce and Disability (NCWD) for Youth</b>	NCWD/Youth works to ensure that transition age youth are provided full access to high-quality services in integrated settings to gain education, employment, and independent living.	<a href="http://www.ncwd-youth.info">www.ncwd-youth.info</a>

Resource Title	Description	Contact
<b>National Gay and Lesbian Chamber of Commerce (NGLCC)</b>	The NGLCC is the business advocate and direct link between lesbian, gay, bisexual, and transgender (LGBT) business owners, corporations, and government, representing the interests of more than 1.4 million businesses and entrepreneurs.	<a href="http://www.nglcc.org/">www.nglcc.org/</a>
<b>NxLevel</b>	Entrepreneurship curricula for youth as well as agricultural entrepreneurs. Eleven chapter curriculum and teacher training available.	<a href="http://www.nxlevel.org">www.nxlevel.org</a>
<b>Office of Women's Business Ownership Entrepreneurial Development</b>	Through the management and technical assistance provided by the Women's Business Centers (WBCs), entrepreneurs, especially women who are economically or socially disadvantaged, are offered comprehensive training and counseling on a vast array of topics in many languages to help them start and grow their own businesses.	<a href="http://www.sba.gov/aboutsba/sbaprograms/onlinewbc">www.sba.gov/aboutsba/sbaprograms/onlinewbc</a>
<b>PBS</b>	Many broadcast resources for educators in regard to entrepreneurship.	<a href="http://www.pbs.org">www.pbs.org</a>
<b>SCORE</b>	An organization dedicated to entrepreneur education and the formation, growth, and success of small businesses.	<a href="http://www.score.org">www.score.org</a>
<b>Small Business Centers in Wisconsin</b>	This site provides many resources about starting your own business, including news, events, success stories, and much more.	<a href="http://wisconsinbdc.org">wisconsinbdc.org</a>
<b>Social Security Administration</b>	The SSA supports various funding tools for self-employment.	<a href="http://www.socialsecurity.gov">www.socialsecurity.gov</a>
<b>START-UP/USA</b>	Start-up USA is a cooperative agreement between numerous governmental and educational institutions to provide technical assistance and disseminates resources in the areas of entrepreneurship and self-employment.	<a href="http://www.start-up-usa.org">www.start-up-usa.org</a>
<b>Students in Free Enterprise (SIFE)</b>	SIFE brings together a diverse network of university students, academic professionals, and industry leaders around the shared mission of creating a better, more sustainable world through the positive power of business. By contributing their talents to projects that improve the lives of people worldwide, SIFE participants are demonstrating that individuals with a knowledge and passion for business can be a powerful force for change.	<a href="http://www.sife.org">www.sife.org</a>
<b>Successful Entrepreneurs with Disabilities Speak Out</b>	A group of entrepreneurs with disabilities answer questions and make comments about their business experiences representing diverse enterprises.	<a href="http://www.start-up-usa.biz/resources/content.cfm?id=647">www.start-up-usa.biz/resources/content.cfm?id=647</a>
<b>The Business Council-Milwaukee</b>	The mission of The Business Council is to create and maximize access to economic opportunities and resources for members, which will support the financial stability and expansion of ethnically diverse-owned businesses.	<a href="http://www.tbc.mmc.org/display/router.asp?DocID=846">www.tbc.mmc.org/display/router.asp?DocID=846</a>
<b>The Governor's Trailblazer Awards for Women in Business</b>	The Trailblazer Awards celebrate women's long history of entrepreneurship and deep roots in Wisconsin's business community. Wisconsin's women-owned businesses have provided family supporting, community enriching jobs for generations.	<a href="http://womenscouncil.wi.gov/section.asp?linkid=835&amp;locid=2">womenscouncil.wi.gov/section.asp?linkid=835&amp;locid=2</a>
<b>The National Women's Business Council</b>	The Council's mission is to promote bold initiatives, policies, and programs designed to support women's business enterprises at all stages of development in the public and private sector marketplaces—from start-up to success to significance.	<a href="http://www.nwbc.gov">www.nwbc.gov</a>
<b>The Road to Self-Sufficiency: A Guide to Entrepreneurship for Youth with Disabilities</b>	The Guide shows how entrepreneurship education can be implemented in programs and offers suggestions on how to introduce self-employment as an option for all youth, including youth with disabilities.	<a href="http://www.ncwd.youth.info/road-to-self-sufficiency">www.ncwd.youth.info/road-to-self-sufficiency</a>
<b>United States Department of Commerce (USDC)</b>	The USDC's Minority Business Development Agency has established entrepreneurship programs that reach minorities, including youth. These centers provide electronic and one-on-one business development services.	<a href="http://www.mbda.gov">www.mbda.gov</a>
<b>U.S. Small Business Administration</b>	The U.S. SBA maintains and strengthens the nation's economy by aiding, counseling, assisting, and protecting the interests of small business. Technical assistance to help entrepreneurs is provided.	<a href="http://www.sba.gov">www.sba.gov</a>

Resource Title	Description	Contact
<b>UW-Madison Students in Free Enterprise</b>	The Student Business Incubators, through the Small Business Administration, will help undergraduate and graduate student entrepreneurs develop their own business. By facilitating hands-on learning and exploration in a supportive environment, the Incubator helps students turn their passion into a reality, while benefiting the campus and furthering UW-Madison's mission of applied learning.	<a href="http://sife.rso.wisc.edu/sbi">sife.rso.wisc.edu/sbi</a>
<b>Vocational Information</b>	This portal shares lesson plans, web resources, and numerous other links to assist in the development of entrepreneurs or entrepreneur education.	<a href="http://www.khake.com/page31.html">www.khake.com/page31.html</a>
<b>W.K. Kellogg Foundation</b>	Focusing on investments and grant making to help create conditions in communities for children and families to be successful, entrepreneurship education is part of their initiatives. Many resources and grant opportunities are available.	<a href="http://www.wkkf.org">www.wkkf.org</a>
<b>Wisconsin Angel Network (WAN)</b>	The mission of WAN is to build early-stage capital capacity throughout Wisconsin, increasing the number and amount of equity investments in Wisconsin's entrepreneurs.	<a href="http://www.wisconsinangel-network.com">www.wisconsinangel-network.com</a>
<b>Wisconsin Bankers Association</b>	Many educationally based resources for finance. Wisconsin Bankers Assn is an excellent resource for speakers.	<a href="http://www.wisbank.com">www.wisbank.com</a>
<b>Wisconsin Business World</b>	BusinessWorld is a four-day program that brings high school students and business volunteers together on a college campus to learn about the challenges facing our economy. It is an opportunity that enables students to prepare for their future in an increasingly competitive global marketplace.	<a href="http://www.wischamberfoundation.org/bw">www.wischamberfoundation.org/bw</a>
<b>Wisconsin Chamber of Commerce Foundation</b>	Use this portal to locate local chambers of commerce and their contact information. Business World is cosponsored by this organization. Locate information for both students and teachers here.	<a href="http://www.wischamberfoundation.org">www.wischamberfoundation.org</a>
<b>Wisconsin Credit Union Association</b>	Many educationally based resources for finance. Wisconsin Credit Union Assn is an excellent resource for speakers.	<a href="http://www.weacu.com">www.weacu.com</a>
<b>Wisconsin Department of Financial Institutions</b>	Many educationally based resources for finance. Wisconsin DFI is an excellent resource for speakers.	<a href="http://www.wdfi.org">www.wdfi.org</a>
<b>Wisconsin Entrepreneurs Network (WEN)</b>	The portal provides numerous links and resources for the individual thinking about or actively pursuing their own entrepreneurial venture.	<a href="http://www.wenportal.org">www.wenportal.org</a>
<b>Wisconsin et al Minority Supplier Development Council</b>	The Wisconsin Iowa and Central Illinois (WICI) Minority Supplier Development Council's role is to support and develop minority-owned businesses by facilitating important connections between corporations and minority suppliers.	<a href="http://www.suppliercouncil.org">www.suppliercouncil.org</a>
<b>Wisconsin Technology Council (WTC)</b>	WTC is the leading catalyst for the creation, development, and retention of science- and technology-based businesses in Wisconsin. The site provides information and articles on entrepreneurship.	<a href="http://www.wisconsinotechnologycouncil.org">www.wisconsinotechnologycouncil.org</a>
<b>Wisconsin Women's Business Initiative Corporation (WWBIC)</b>	WWBIC is a statewide economic development corporation that provides quality business education and financing to Wisconsin's entrepreneurs and small business owners.	<a href="http://www.wwbic.com">www.wwbic.com</a>
<b>Wisconpreneur</b>	<i>Wisconpreneur</i> fosters campus entrepreneurial thinking and promotes the creation of new business entities and socially beneficial organizations. Also host the 100-hour Challenge. Grants available.	<a href="http://www.wisconpreneur.org">www.wisconpreneur.org</a>
<b>Women Owned Business Development in Wisconsin</b>	The Department of Commerce's Women-Owned Business Enterprise (WBE) program provides resources to women-owned businesses in an effort to strengthen their participation in the overall marketplace.	<a href="http://commerce.wi.gov/BD/BD-WomensResourceIndex.html">commerce.wi.gov/BD/BD-WomensResourceIndex.html</a>
<b>Young Entrepreneur Online Guide</b>	Developed by the U.S. Small Business Administration, this site targets young entrepreneurs who want to start, operate, and grow their business.	<a href="http://www.sba.gov/teens">www.sba.gov/teens</a>



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